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ABSTRACT

The Teacher Performance Assessment Instruments (TPAI) were designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching. An analysis of the five instruments which compose the TPAI is presented. The topics of the five instruments are: teaching plans and materials, the classroom procedures, interpersonal skills, professional standards, and pupils' perceptions of teacher's classroom performance. A description is given of how each instrument is used for teacher evaluation and a discussion on their reliability and limitations is included as well as applications of the instruments for inservice professional development. (JD)

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An Introduction to the *Teacher Performance Assessment Instruments:* Their Uses and Limitations

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Preface

Until present times most scholars have assumed that aspiring students hopeful of entering the professions could prove their eligibility by performing with excellence on written examinations. As regards the teaching profession this assumption is inadequate if it is interpreted to mean that written examinations alone are sufficient.

Effective teaching is made up of many components. The teacher's knowledge of the subject is obviously one of the most essential components. In some instances, this may be adequately assessed by written examinations. Another component of effective teaching is the teacher's knowledge of what constitutes good teaching. Here also written examinations may suffice. A third and most critical component which is the target of this publication is the candidate's ability to perform the essential teaching skills.

The University of Georgia Teacher Assessment Project in cooperation with the State of Georgia Department of Education has over a period of four years involved thousands of teachers and other professional educators in the processess of designing, developing, and field testing the *Teacher Performance Assessment Instruments*, (TPAI). The product is a set of instruments sufficiently valid and reliable to be used as one source of data in fulfilling the original purpose for which it was intended --that of certifying beginning teachers.

The TPAI have other uses including serving as tools for in-service professional development programs for teachers and for research in teacher effectiveness.

Since the beginning of the project it has had my endorsement and encouragement. It is my opinion that this professional venture will have long term benefits toward the goal of upgrading the education of the citizens of our country.

J. A. Williams, Dean
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The *Teacher Performance Assessment Instruments* (TPAI) are designed to determine how well teachers can demonstrate certain minimum teaching skills which are considered to be generally essential to effective instruction. As direct measures of on-the-job teaching performance, the TPAI represent a departure from more traditional paper-and-pencil tests from which inferences are made about the quality of teaching through the teacher's knowledge of general educational concepts and the teaching field. While other teacher assessment instruments may be effective in determining what a teacher knows about a school subject, learners, or how teaching should be done, the TPAI is a valid and reliable means of assessing teaching in action.

Although originally designed for teacher certification, the TPAI are used in a variety of ways. A widespread use of the instruments to date has been for inservice educational development of teachers. In addition, the TPAI are used by preservice teacher education programs as guides for the assessment of teaching performance. The instruments are also considered valuable for conducting teacher effectiveness research and as one source of determining the objectives and content for teacher education programs.

Content of the TPAI

Development of the TPAI began in Spring 1976. Hundreds of statements which describe teaching skills most frequently mentioned in research studies and related professional literature were derived from a variety

of sources. They were then sorted and edited to create content for a survey instrument which was administered to a stratified sample of 4,668 subjects. Subgroups of teaching specialists were identified and their survey responses compared. All subgroups agreed as to the most important teaching skills and awarded them approximately the same order of priority. Only teaching skills classified as generic and essential were used in the construction of the TPAI (Johnson, Okey, Capie, and Ellett, RPB 78-1, 1978).

The Instruments

Five different instruments compose the TPAI: *Teaching Plans and Materials*, *Classroom Procedures*, *Interpersonal Skills*, *Professional Standards*, and *Student Perceptions*. Only the first three instruments are recommended for certification purposes. The *Professional Standards* and *Student Perceptions Instruments* are used for professional development and research purposes.

The *Teaching Plans and Materials Instrument* (TPM) focuses on teaching skills which relate to preparation for instruction. The teacher being assessed is asked to prepare a portfolio for an instructional unit. After studying the portfolio and interviewing the teacher, trained data collectors rate instrument items relative to planning, selecting objectives, and choosing materials and equipment.

The *Classroom Procedures Instrument* (CP) focuses on actual classroom practices. Data collectors use this instrument to identify teaching practices in an ongoing classroom setting. Thus, direct classroom observation becomes the major source of assessment data. The testing skills which form the basis for this instrument center on teaching methods and techniques.

The *Interpersonal Skills Instrument* (IS) describes the teacher's proficiency in creating a comfortable social atmosphere, demonstrating warmth and friendliness, and managing classroom interactions. Scores on this instrument are also based on direct observations of the teacher's performance during classroom instruction.

The *Professional Standards Instrument* (PS) requires neither a portfolio nor classroom observations, since it investigates the teacher's professional conduct. Complying with established school policies and procedures, and participating in professional growth activities are examples of the types of items contained in this instrument. Interviews with the teacher and the teacher's colleagues and supervisors provide the major sources of assessment data.

The *Student Perceptions Instrument* (SP) measures pupils' perceptions of their teacher's classroom performance. It consists of items parallel to those found in the CP and IS instruments, phrased in a manner pupils can understand. For example, pupils are asked if they think their teacher is friendly, understands them, or makes them behave. Students respond with "never," "sometimes," or "often." There are two forms of this instrument. One is for elementary school children, and the other is for secondary school students.

Scoreable Units

The TPAI are based on the assumption that a professional skill is a complex set of interrelated behaviors. Statements which identify these skills are, therefore, general. Thus, second- and third-order descriptions of behavior were created to facilitate assessment. Indicators are second-order, sentence-length statements, scored on a scale from 1-5,

which provide more detailed behavioral descriptions of teaching skills. The more indicators a teacher demonstrates, the more likely the teacher is demonstrating the skill. Descriptors are third-order definitions of behavior which provide a means of associating teacher behavior with scale points for scoring.

Table 1 provides content outlines for each of the 1979 editions of the assessment instruments. Teaching skills assessed by each instrument, and their indicators, are shown.

An example of how statements of teaching skills, indicators and descriptors combine to determine the quality of observed teacher performance can be seen by examining Skill VII, "Communicates with learners." One of the five indicators for this skill is shown below. The five descriptors and the associated scale used to score a teacher's performance on this indicator are listed following the statement of the indicator.

Indicator 7. *Provides feedback to learners throughout the lesson.*

Scale of Descriptors

1. Accepts learner comments or performance without feedback about their adequacy.

2. Responds to negative aspects of student work, but few comments are made about positive aspects.

3. Informs students of the adequacy of their performance. Few errors pass by without being addressed.

4. Helps learners evaluate the adequacy of their own performance.

5. In addition to 4, the teacher probes for the source of misunderstandings which arise.

Training Procedures

Training in the use of the TPAI is necessary before assessments are

Table I Content Outline for Teacher Performance Assessment Instruments

TEACHING PLANS AND MATERIALS INSTRUMENT

Teaching Skill	Indicators for Assessing Teaching Skills
I. Plans instruction to achieve selected objectives.	1. Specifies or selects learner objectives for lessons.
	2. Specifies or selects teaching procedures for lessons.
	3. Specifies or selects content, materials, and media for lessons.
	4. Specifies or selects materials and procedures for assessing learner progress on the objectives.
	5. Plans instruction at a variety of levels.
II. Organizes instruction to take into account individual differences among learners.	6. Organizes instruction to take into account differences among learners in their capabilities.
	7. Organizes instruction to take into account differences among learners in their learning styles.
	8. Organizes instruction to take into account differences among learners in their rates of learning.
III. Obtains and uses information about the needs and progress of individual learners.	9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.
	10. Communicates with individual learners about their needs and progress.
IV. Refers learners with special problems to specialists.	11. Obtains and uses information about learners from cumulative records.
	12. Identifies learners who require the assistance of specialists.
	13. Obtains and uses information from co-workers and parents to assist with specific learner problems.
V. Obtains and uses information about the effectiveness of instruction to revise it when necessary.	14. Obtains information on the effectiveness of instruction.
	15. Revises instruction as needed using evaluation results and observation data.

CLASSROOM PROCEDURES INSTRUMENT

VI. Uses instructional techniques, methods, and media related to the objectives.	1. Uses teaching methods appropriate for objectives, learners and environment.
	2. Uses instructional equipment and other instructional aids.
	3. Uses instructional materials that provide learners with appropriate practice on objectives.
VII. Communicates with learners.	4. Gives directions and explanations related to lesson content.
	5. Clarifies directions and explanations when learners misunderstand lesson content.
	6. Uses responses and questions from learners in teaching.
	7. Provides feedback to learners throughout the lesson.
	8. Uses acceptable written and oral expression with learners.
VIII. Demonstrates a repertoire of teaching methods.	9. Implements learning activities in a logical sequence.
	10. Demonstrates ability to conduct lessons using a variety of teaching methods.

CLASSROOM PROCEDURES INSTRUMENT (cont'd)

Teaching Skill	Indicators for Assessing Teaching Skills
	11. Demonstrates ability to work with individuals, small groups, and large groups.
IX. Reinforces and encourages learner involvement in instruction.	12. Uses procedures which get learners initially involved in lessons.
	13. Provides learners with opportunities for participating.
	14. Maintains learner involvement in lessons.
	15. Reinforces and encourages the efforts of learners to maintain involvement.
X. Demonstrates an understanding of the school subject being taught.	16. Helps learners recognize the purpose and importance of topics or activities.
	17. Demonstrates knowledge in the subject area.
XI. Orgainzes time, space, materials, and equipment for instruction.	18. Attends to routine tasks.
	19. Uses instructional time effectively.
	20. Provides a learning environment that is attractive and orderly.

INTERPERSONAL SKILLS INSTRUMENT

XII. Demonstrates enthusiasm for teaching and learning and the subject being taught.	1. Communicates personal enthusiasm.
	2. Stimulates learner interest.
	3. Conveys the impression of knowing what to do and how to do it.
XIII. Helps learners develop positive self-concepts.	4. Demonstrates warmth and friendliness.
	5. Demonstrates sensitivity to the needs and feelings of learners.
	6. Demonstrates patience, empathy and understanding.
XIV. Manages classroom interactions.	7. Provides feedback to learners about their behavior.
	8. Promotes comfortable interpersonal relationships.
	9. Maintains appropriate classroom behavior.
	10. Manages disruptive behavior among learners.

PROFESSIONAL STANDARDS INSTRUMENT

XV. Meets professional responsibilities.	1. Works cooperatively with colleagues, administrators, and community members.
	2. Follows the policies and procedures of the school district.
	3. Demonstrates ethical behavior.
	4. Performs extra-instructional duties.
XVI. Engages in professional self-development.	5. Participates in professional growth activities.
	6. Shares and seeks professional materials and ideas.

conducted to insure high rater reliability. A standardized training program has been formulated for this purpose. Included among the materials are a handbook of interpretation, a trainer's guide, and numerous videotapes of classroom teaching activity for which standard ratings are available. Provision is made to insure that raters achieve an acceptable level of rating proficiency.

General Assessment Procedures

Each teacher assessed with the TPAI should be assessed by two or more persons on each of four instruments: *Teaching Plans and Materials*, *Classroom Procedures*, *Interpersonal Skills*, and *Professional Standards*. The types of assessors might be special data collectors, peer teachers, colleagues, department heads, supervisors or principals. All should be trained in procedures for administering the instruments. The *Student Perceptions* instrument is responded to by learners in the teacher's class.

The teacher being assessed might expect to devote approximately an hour to being interviewed by the persons assigned to obtain data prior to demonstrating teaching skills in the classroom. Observation and rating of teacher behavior can usually be accomplished during an instructional period of approximately 40 minutes.

Each data source is expected to rate the teacher independently of the others. Ratings are then recorded on response forms which are combined into one assessment package.

Scoring Procedures

The TPAI scoring procedures require each data source to rate the teacher being assessed on each indicator by choosing the descriptor (on

a 1-5 scale) which best fits the teacher's behavior. Scores awarded by the three data sources for each indicator associated with a skill are summed and divided by the number of ratings made. The final score for any skill is a mean which ranges from 1.00 to 5.00.

These general scoring procedures apply to the three TPAI used for Georgia certification: *Teaching Plans and Materials*, *Classroom Procedures*, and *Interpersonal Skills*. They also apply to *Professional Standards*. With *Student Perceptions*, however, the average of all ratings awarded by students in a class on indicators forms the basis for the skill score.

Although computer scoring is the most convenient, the TPAI may also be scored by hand. More details on scoring are presented in the sections which follow.

Teacher Performance Profiles

After a teacher has been assessed with the TPAI, the resulting data are consolidated and displayed graphically as a performance profile. It is preferable to use electronic processing when scoring large quantities of data. This reduces the time between actual assessment and the return of performance profiles to teachers in the field. Figure 1 depicts two pages from a prototype of a computer profile currently in use. The first page is a summary sheet of teaching performance which reports actual rated and recommended mean scores for each TPAI teaching skill (competency). These scores are also displayed graphically as a plot of performance relative to a recommended standard. The second page of the computer profile shown below is a sample summary of actual and recommended TPAI indicator ratings and sums. The complete TPAI profile is six pages in length.

SUMMARY SHEET OF TEACHING PERFORMANCE

TEACHING PLANS AND MATERIALS INSTRUMENT		RATED COMPETENCY MEAN	RECOMMENDED COMPETENCY MEAN	PLOT OF COMPETENCY MEANS
TPM I:	PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES	4.33	3.00	|.....x
TPM II:	ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS	3.22	3.67	x....|
TPM III:	OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS	3.83	3.50	|..x
TPM IV:	REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS	4.44	3.00	|.....*
TPM V:	OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY	3.67	3.50	|.x
CLASSROOM PROCEDURES INSTRUMENT				
CP VI:	USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES	3.67	3.67	x
CP VII:	COMMUNICATES WITH LEARNERS	4.07	4.20	x|
CP VIII:	DEMONSTRATES A REPERTOIRE OF TEACHING METHODS	3.78	3.67	|x
CP IX:	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION	3.92	4.00	x|
CP X:	DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT	3.67	4.00	x..|
CP XI:	ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION	3.78	4.00	x.|
INTERPERSONAL SKILLS INSTRUMENT				
IS XII:	DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT	3.78	4.00	x.|
IS XIII:	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS	4.56	4.00	|.....x
IS XIV:	MANAGES CLASSROOM INTERACTIONS	3.67	4.50	x.....|

* RATED COMPETENCY MEAN SCORES GREATER THAN 1 UNIT ABOVE OR BELOW THE RECOMMENDED COMPETENCY MEAN SCORE ARE NOT PLOTTED

FIGURE 1. SELECTED PAGES FROM A PROTOTYPE COMPUTER PRODUCED TPAI PERFORMANCE PROFILE

SUMMARY OF INDICATOR RATINGS FOR EACH COMPETENCY

TEACHING PLANS AND MATERIALS	ACTUAL RATINGS	ACTUAL SUMS	RECOMMENDED RATING	RECOMMENDED SUMS
TPM I: PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES				
INDICATOR 1. SPECIFIES OR SELECTS LEARNER OBJECTIVES FOR LESSONS.	5 5 3	13	4	12
INDICATOR 2. SPECIFIES OR SELECTS TEACHING PROCEDURES FOR LESSONS.	5 5 3	13	4	12
INDICATOR 3. SPECIFIES OR SELECTS CONTENT, MATERIALS, AND MEDIA FOR LESONS.	4 5 5	14	3	9
INDICATOR 4. SPECIFIES OR SELECTS MATERIALS AND PROCEDURES FOR ASSESSING LEARNER PROGRESS ON THE OBJECTIVES.	4 4 3	11	3	9
INDICATOR 5. PLANS INSTRUCTION AT A VARIETY OF LEVELS.	5 4 5	14	4	12
	TOTAL:	65	TOTAL:	54
TPM II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS				
INDICATOR 6. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS IN THEIR CAPABILITIES.	4 2 1	7	4	12
INDICATOR 7. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS IN THEIR LEARNING STYLES.	4 3 5	12	3	9
INDICATOR 8. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS IN THEIR RATES OF LEARNING.	3 3 4	10	4	12
	TOTAL:	29	TOTAL:	33
TPM III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS				
INDICATOR 9. USES TEACHER-MADE OR TEACHER-SELECTED EVALUATION MATERIALS OR PROCEDURES TO OBTAIN INFORMATION ABOUT LEARNER PROGRESS.	3 4 3	10	3	9
INDICATOR 10. COMMUNICATES WITH INDIVIDUAL LEARNER ABOUT THEIR NEEDS AND PROGRESS.	5 5 3	13	4	12
	TOTAL:	23	TOTAL:	21
TPM IV: REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS				
INDICATOR 11. OBTAINS AND USES INFORMATION ABOUT LEARNERS FROM CUMULATIVE RECORDS.	2 5 4	11	3	9
INDICATOR 12. IDENTIFIES LEARNERS WHO REQUIRE THE ASSISTANCE OF SPECIALISTS.	5 5 4	14	3	9
INDICATOR 13. OBTAINS AND USES INFORMATION FROM CO-WORKERS AND PARENTS TO ASSIST WITH SPECIFIC LEARNER PROBLEMS.	5 5 5	15	3	9
	TOTAL:	40	TOTAL:	27

FIGURE 1. SELECTED PAGES FROM A PROTOTYPE COMPUTER PRODUCED TPAI PERFORMANCE PROFILE

Using the TPAI for Inservice Professional Development

Although the TPAI were originally created for certification purposes, they are frequently used in professional development programs. Such programs focus on improving generic teaching skills. Participants may begin by devoting several study sessions to familiarizing themselves with the content of the TPAI.

Once familiar with the content of the instruments, participants undergo an initial assessment by a team of assessors. Time and date for an assessment are usually arranged two weeks or so in advance. In anticipation of the assessment, the teacher prepares a portfolio containing plans for teaching an instructional unit or set of lessons. This portfolio presents the objectives for the unit, describes materials and equipment that will be used, and explains how the teacher plans to carry out and evaluate learning activities.

The composition of the inservice assessment team need not match that used for certification. For example, a team could consist of a supervisor, the principal, and a master teacher, or it might include peer teachers or staff members of departments or colleges of education. It is usually desirable to have more than one assessor, so that anonymity can be maintained in reporting scores and to assure a reliable assessment.

The assessment period can be as long as three weeks. The type of activity chosen for assessment ought to be one in which the teacher can demonstrate the majority of the TPAI teaching skills. Because these skills are fundamental, the teacher can usually best demonstrate them during activities which expose the learner to new cognitive content.

Prior to administering the *Teaching Plans and Materials Instrument*, assessors study the portfolio and interview the teacher. Assessors

should be trained in how to conduct such structured interviews in administering the TPAI.

Administration of the *Classroom Procedures* and *Interpersonal Skills Instruments* is conducted in the same manner for inservice training as for certification. Both instruments are rated during direct observation of teacher-pupil interaction during a learning activity. When used for inservice training, scores are secondary to the main objective of identifying a teacher's relative strengths and weaknesses.

The *Professional Standards Instrument* may or may not be used in professional development programs. This instrument is rated by assessors who have known the teacher over a period of time.

The *Student Perceptions Instrument* measures students' perceptions of their teachers' performance in the classroom. It is not recommended for certification purposes. Usually it is administered by one of the assessors in one of the teacher's classes.

Although both the *Professional Standards* and *Student Perceptions Instruments* are optional for professional development programs, some feel the information obtained from these instruments is of such great value to teachers seeking to improve their performance, that both should be regarded essential to inservice professional development programs.

After all instruments have been administered and scores computed, performance profiles are prepared and distributed to appropriate school personnel and to teachers who have been assessed. Some supervisors prefer to have the instruments scored by an outside agency and the profiles returned directly to the teacher. Other supervisors prefer to have profiles returned directly to them, so that they may present the information to the assessed teachers in a conference setting. Each viewpoint

has its advantages. The first allows the teachers to determine their own relative strengths and weaknesses and to isolate skills on which they need to concentrate during inservice, professional development programs. The latter approach allows the supervisor to provide guidance and direction in helping teachers interpret profiles and select items on which to concentrate during the professional development program.

After scores have been interpreted and professional development objectives established by teachers, the performance improvement aspects of the program are undertaken. Teachers, with the assistance of the staff development personnel, engage in activities designed to provide an improved conceptual understanding and use of target skills in the classroom.

An assortment of materials and equipment, including videotapes, films, books, and pamphlets may be used in these learning activities. Methods include activities such as independent study, group discussion, demonstration lessons, and instructional practice.

When the teacher has made sufficient progress to be reassessed, either the original assessment team or another team of assessors is assembled to repeat the procedure.

Using the TPAI for Certification

If the TPAI are to be used for certification, certain precautions must be taken. Agencies which use the TPAI for certification need to be fully aware of the laws, regulations and policies affecting licensing, confidentiality of information, and related matters.

The TAP has investigated the TPAI's legality in regard to general federal regulations for employee selection instruments and for specific use as a certification instrument in the state of Georgia (Johnson, Adams,

Miller, Ellett and Capie, RPB 78-7, 1978). This investigation suggests that the TPAI are consistent with existing laws, and that procedures can be designed to make them legally feasible for certification purposes in other localities. Specific instructions for administering the TPAI for certification in Georgia accompany the instrument.

The following are some of the more important considerations to be kept in mind in using the TPAI for certification.

1. The TPAI should be used to assess beginning teachers who are serving internships or who have been awarded a temporary permit or license, pending their demonstration of proficiency in basic teaching skills.
2. There are many criteria upon which certification may be based (e.g., basic literacy, general knowledge, knowledge of and skill in the subjects one teaches, knowledge of how teaching should be performed, knowledge of the foundations for teaching). The TPAI measure only the teacher's ability to demonstrate skills considered minimally essential to teaching. They aim only at determining the extent to which the teacher has met *minimum performance standards*. There should be no claim that they do more than this. Thus, TPAI data represent only one of many criteria that can be used in assessing teachers for certification purposes.
3. Minimum levels of performance on each indicator must be established in a manner acceptable to certifying authorities. The process of setting standards should, therefore, involve experts' judgments based upon research and empirical evidence.
4. Certifying agencies using the TPAI should publicly describe the procedures used in establishing the minimum performance levels

for certification for each of the indicators. Clear evidence should be presented that the profession finds the established minimum scores acceptable.

5. A beginning teacher should not be denied professional certification because that person failed to attain the minimum score or higher the first or second time that person was assessed. Many assessments conducted by a number of assessors may be necessary for a reliable evaluation.
6. Any intern or beginning teacher not attaining acceptable performance on the TPAI should be regarded as *not yet* having demonstrated acceptable performance on the instruments. No inference should be made about a teacher's ultimate capability to demonstrate these skills.
7. If a teacher fails to meet established minimum standards after repeated observation and efforts at remediation, that teacher should not be allowed to practice until the questionable skills have been demonstrated.
8. A body of peers or specialists should be formed to hear appeals by teachers who have not met minimum standards during a reasonable time period.
9. Local and state school systems should provide developmental opportunities for teachers who have not yet demonstrated minimum teaching skills.
10. Assessors should be experienced, professionally established teachers, capable of demonstrating TPAI and other selected skills at above minimum levels of proficiency. They should have a conceptual understanding of the TPAI content and thorough training

in the use of the instruments for certification. It is extremely important during training that assessors demonstrate the ability to generate teacher ratings in a controlled setting which agree with the ratings of experts (i.e., that they are capable of producing reliable ratings).

11. While the *Student Perceptions Instrument* is a valuable tool for professional development, it should not be used for certification purposes. The propriety of using pupil judgment as a criterion for denying a teacher professional certification after the teacher has expended time and money in preparing for such a career and has been recommended for it by an institution of higher learning is doubtful.

12. Special caution should be exercised in examining the *Professional Standards Instrument* before it is used as a base for certification purposes, since it may not be valid for this use. In addition, use of the *Professional Standards Instrument* may interfere with established approaches to professional conduct. Generally, professions establish codes of ethics, which it is presumed that all members of the profession will abide by. If a member of the profession breaks the code, he may be denied certain privileges. Using the *Professional Standards Instrument* may suggest that a data source external to the school is attempting to ascertain a teacher's ethics on the basis of unsubstantiated hearsay.

Validity of the TPAI

The validity of preliminary editions of the TPAI was investigated through a variety of research studies. Content validity was examined

through a statewide experts' opinion study which verified the skills, their indicators and descriptors as essential for teaching (Johnson, Okey, Capie and Ellett, RPB 78-1, 1978). Construct validity has been examined through a factor analysis of skills and indicators and by correlating TPAI assessments with other teacher observation instruments (Capie, et al., RPB 78-9, 1978; Ellett, Johnson, Capie and Okey, RPB 78-11, 1978). Criterion-related validity has been investigated by correlating elementary and secondary teachers' TPAI scores with a variety of criterion variables, such as pupil achievement on standardized tests, pupil achievement on teacher-made tests, and observations of student "on-task" behavior. Criterion-related validity was also investigated by correlating TPAI scores with measures of students' perceptions of characteristics of the school climate and learning environment (Ellett, Capie, Okey and Johnson, RPB 78-14, 1978).

Other studies include literature searches (Johnson, Capie, and Ellett, RPB 78-4, 1978), a study of legal implications of performance assessment of teachers (Johnson, et al., RPB 78-7, 1978), and a study of the degree to which TPAI content is supported by sociological and psychological principles established by experts in education (Johnson, de la Serna, Capie, and Ellett, RPB 78-2, 1978). Evidence obtained from these investigations generally supports the validity of the TPAI.

Reliability of the TPAI

Investigations of the reliability of preliminary editions of the TPAI have been conducted using videotaped and live teaching performances in the classroom. Studies of interrater agreement in both settings and internal consistency analyses provide evidence of the reliability of the

TPAI and the assessment process. Classroom agreement rates on the order of 85-90% have been reported. Alpha values in excess of .80 are most common (Capie, Ellett, and Johnson, 1979). Similarly, both long- and short-term temporal stability studies have been undertaken.

Limitations

There are numerous general limitations that apply to performance assessment instruments. Two such limitations should be stressed regarding the TPAI. First, these instruments only provide evidence as to whether or not the teacher being assessed can perform a given skill at a particular level of performance. However, a high score on any teaching skill is no guarantee that the teacher would have performed at that level without being assessed or that the teacher will consistently perform in this manner in the future. Second, skills contained in the TPAI were selected from among those which experienced teachers judged to be essential for effective teaching in general. They *are not* a complete list of all essential skills. Also, many teaching skills important to teaching special subjects are not included. One can conclude, however, that a teacher who obtains a high score on the TPAI is one who is capable of performing what professional practitioners regard as among the most essential general teaching skills.

In Conclusion

The TPAI are a set of instruments which assess teachers' abilities to demonstrate those teaching skills and allied competencies which the profession has declared to be essential to effective teaching. These instruments have been researched during field tests with thousands of teachers and found to be sufficiently valid and reliable for the purposes for which they were intended.

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